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TITLE	A Total Creativity Program for Individualizing and Humanizing the Learning Process. Description of Teacher Inservice Education Materials.
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ABSTRACT

A teacher program is described which seeks to increase the user's ability to identify, measure, and stimulate the creative potential of children. The product involves techniques for stimulating the growth of eight particular thinking/feeling processes in children. Information is provided here on the content and purposes of the product as well as activities, resources, and history of development involved. A critique and ordering information are also included. (DS)

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ED166183

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: A TOTAL CREATIVITY PROGRAM FOR INDIVIDUALIZING AND HUMANIZING THE LEARNING PROCESS

Publication Date(s): Copyright 1972 (Various instruments, checklists, and worksheets contained in the Teacher's Workbook may be duplicated for classroom use.)

Intended Users: Preservice and inservice teachers interested in personalizing and humanizing educational experiences for all students

Grade Level(s): K-6

Number: Individual or group

Primary Focus: The intent of the product is to increase the user's ability to identify, measure and stimulate the creative potential of children. The product presents techniques for stimulating the growth of eight particular thinking/feeling processes in children.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered in this product are methods of identifying, measuring, and stimulating the creative potential of all children through the use of varied teaching strategies across the content areas.

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What participant does in using the materials:

Participants either work in a group inservice training program or independently: reading two books, listening to two audiotape cassettes, and using three books in identifying and measuring the creative potential of their students and in developing lesson plans utilizing 18 teaching strategies.

Resources: This program consists of five volumes of printed material, an Instructor's Manual, two poster sets, a Teaching Strategies Packet, and two audiotape cassettes. The program is designed to be implemented within the existing curriculum so that no extensive innovations, changes, or expensive materials and equipment are required. An instructor is needed to establish course structure and to make all administrative and organizational arrangements, including classroom space and time for group meetings.

Describer critique:

This is a comprehensive teacher training program packaged in a case filled with 11 components. The product offers an abundance of teaching strategies and practical ideas (over 400 classroom lesson plans) designed to encourage the development of the creative potential in all children. The describer highly recommends the product to inservice teachers, as it recognizes the importance of teachers in identifying and stimulating creativity in children.

M60 creativity - (TS) divergent thinking TD

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1.0 PURPOSES:

Rationale

In the Foreword to Volume One, the developer states that in order to prepare youths to live in a rapidly changing world, there is a need for openness, flexibility, and individualization for creative approaches to learning. In a changing world, complex problems need challenging problem-solving abilities and techniques. Problem solving makes demands on creative thinking. "However, the original productions and ideas brought about by intellectual, problem-solving abilities must also appeal to the hopes and feelings of the individual." This program is devoted to developing the youth's own creative thinking and feeling skills. According to the developer: "When teachers are informed about what to expect and to do with children's creative abilities, then it is possible that such behaviors can be made to flourish. A more humane school environment will surely be a result."

Goals

The basic goal of this program is to stimulate the growth of eight thinking/feeling processes within children through the use of varied teaching strategies across the content areas.

In the Instructor's Manual the developer writes: "There is a strong body of evidence which . . . indicates that a whole repertoire of teaching strategies must be used by a teacher for personalizing and humanizing educational experiences for all students. These strategies should become an integral part of each teacher's role and behavior in the classroom. It is possible for these to be learned and used by classroom teachers through continual involvement in this program."

Objectives

The objectives of this product are to increase users' skills in:

- Identifying and measuring the eight thinking/feeling processes [cognitive: fluent thinking, flexible thinking, original thinking, elaborative thinking. affective: curiosity (willingness), risk-taking (courage), complexity (challenge), imagination (intuition)].

- Encouraging the eight thinking/feeling processes by learning and using 18 teaching strategies (paradoxes, analogies, discrepancies, provocative questions, examples of change, examples of habit, organized random search, skills of search, tolerance for ambiguity, intuitive expression, adjustment to development, study of creative people and process, evaluative situations, creative reading skill, creative listening skill, creative writing skill, visualization skill).

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The product components include five manuals, an Instructor's Manual, two poster sets, and two audiotape cassettes. Contents of these are listed below:

Identifying and Measuring Creative Potential (Volume One)		14 chapters
Part I.	Introduction	pages 5-26
Part II.	Identifying Intellectual Behavior Contributing to Creativity	pages 27-46
Part III.	Measuring Intellectual Behavior Contributing to Creativity	pages 47-60
Part IV.	Identifying Non-Intellectual Behavior Contributing to Creativity	pages 61-80
Part V.	Measuring Non-Intellectual Behavior Contributing to Creativity	pages 81-98
Part VI.	Constructing, Completing, and Interpreting the Creative Profile	pages 99-124
Part VII.	Identifying and Measuring the Teacher's Potential	pages 125-142
Encouraging Creative Potential (Volume Two)		9 chapters
Part I.	Introduction	pages 5-32
Part II.	Why Teach for Thinking and Feeling?	pages 33-112
Part III.	How to Teach for Thinking and Feeling	pages 113-168
Teacher's Workbook (Volume Three)		
Part I.	Aids for Assessing Pupils	pages 1-13
Part II.	Aids for Compiling and Diagnosing Pupil Assessments	pages 14-15
Part III	Aids for Assessing and Helping Teachers	pages 16-19
Media Resource Book (Volume Four)		
Part I.	Book List	pages 9-46
Part II.	Film List	pages 47-76
Part III.	Process Oriented Curriculum Materials	pages 77-79
Classroom Ideas for Encouraging Thinking and Feeling (Volume Five)		200 pages

No table of contents is given. This book contains three sections indicating lesson ideas by grade level. It contains nearly 400 teacher-designed and field tested lesson plans.

Audiotape cassette:	Creativity: A Bridge Between Thinking and Feeling	20 minutes
	Demonstration Lessons	40 minutes

Sequence

In the Instructor's Manual the developer states: "This program is structured so that teachers may use it on a daily basis throughout a full school year within the existing curriculum. An individual teacher may select certain activities or materials from the program to meet specific class needs or interests at a particular time. Or, a trainer of teachers, supervisor, principal or master teacher may use the program to plan and conduct a course, workshop, or series of training sessions." One suggested method of sequencing is provided but as indicated by the above statement, the course structure is adaptable to the needs of individual users.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The material may be modified to fit particular staffs, situations, or individuals. The following approach is an example which may be used by a group of teachers in a training session or by an individual teacher:

Read the first part of the Instructor's Manual. Read Volume 1, Identifying and Measuring Creative Potential. Introduce Poster Set 1, Thinking/Feeling Processes. Place posters around training area as an aid to learning the eight pupil behaviors. Use supplementary materials in Volume 3, Teacher's Workbook as pupil identification procedures are established throughout the school or in the classroom. Read Volume 2, Encouraging Creative Potential. Play audiocassette, Creativity: A Bridge Between Thinking and Feeling early in reading of Volume 2. Display Poster Set 2, Teaching Strategies, when Chapter 6 of Volume 2 is presented. Teachers participating in training will be ready to try some thinking-feeling activities in the classroom. Use Volume 5 and Teaching Strategies Packet for providing sample lessons.

3.2 Help given in use of product:

The product includes an Instructor's Manual, which provides suggestions for course organization and all directions for course implementation.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

An Information Awareness Checklist is included in the Teacher's Workbook. This is a self-appraisal, cognitive-affective instrument that can be used by teachers to determine strong and weak areas of knowledge and attitudes. Also included in the Workbook is a Situational Test for Identifying Teaching Strategies which is designed as an exercise to determine the participant's knowledge and understanding of the 18 teaching strategies as described in the Cognitive-Affective Interaction (CAI) Model.

5.0 OFFERING INFORMATION

5.1 Resources required/recommended for implementing product:

According to the developer, "No large scale innovations, drastic changes, or expensive materials and equipment are necessary. The methods discussed herein are designed to supplement what most classroom teachers are already doing." In Volume 2, there is a chapter on implementing this training program through group training. Here, the developer describes the findings resulting from the National Schools Project. Among the findings was the necessity of release time for in-service training. It was also decided that it takes a minimum of a year to fully effect the desired changes indicated by the program goals. The describer infers that this program would be most effective if it became the major focus of a school-wide, year-long inservice training program. However, it would still be useful if shorter periods of time were devoted to training.

5.2 Distributor name/address:

Educational Technology Publications
Englewood Cliffs, New Jersey 07632

(201) 871-4007

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
A TOTAL CREATIVITY PROGRAM FOR INDIVIDUALIZING AND HUMANIZING THE LEARNING PROCESS includes:				
Identifying and Measuring Creative Potential, Volume 1			one	yes
Encouraging Creative Potential, Volume 2			one	yes
Teacher's Workbook, Volume 3			one	yes
Media Resource Book, Volume 4			one	yes
Classroom Ideas for Encouraging Thinking and Feeling, Volume 5			one	yes
Poster Set 1 - Thinking/Feeling Processes				
Poster Set 2 - Teaching Strategies				
Teaching Strategies Packet				
Audiotape cassette - "Creativity: A Bridge Between Thinking and Feeling"				
Audiotape cassette - "Demonstration Lessons"				
Instructor's Manual				
	entire package $79.95			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developer of this product is Frank E. Williams, an educational consultant. He was formerly a visiting professor at Portland State University, Portland, Oregon, and director of the Creativity and National Schools Projects, Macalester College, St. Paul, Minnesota. As of 1972 he was involved in a national project of teacher inservice training for developing creativity in school classrooms.

6.2 How developed and when:

The initial research and development effort which served as the impetus for the ideas and design of this program was done while Dr. Williams was the director of the Creativity Project at Macalester College, between the years 1965 and 1970. In his acknowledgments, Dr. Williams gave thanks to the hundreds of teachers of the National Schools Project who helped in the field testing of many of the assessment ideas in the program. He also expressed appreciation for the background and assistance given to him by E. Paul Torrance, Calvin W. Taylor, J. P. Guilford, and Sidney J. Parnes.

6.3 Evidence of effectiveness with users:

Although the text refers to the field testing of this program in the National Schools Project, the developer provided no formal field testing results.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

In the describer's opinion, this program more than adequately achieves its basic purpose of offering "useful, concrete activities for the teacher in fostering and cultivating creativity through the basic disciplines." Teachers of grade levels beyond upper elementary could benefit from many of the ideas and teaching strategies presented in the product. This material is ideal for incorporation into a program designed by teachers for use with parent groups. The kit comes packaged inside a blue vinyl suitcase. The technical quality of the text and cassettes is very good. The describer believes, however, that the posters could be more imaginative in depicting the thinking/feeling processes.

Content accuracy/social fairness/community acceptance issues:

There is no problem with content accuracy or with social fairness. One observation on social fairness worth mentioning, however, is that the posters are illustrated almost entirely with male figures and all the figures are white. It would seem that the publisher could easily substitute another more imaginative and less biased set of posters.

Overall summary/comment:

This is a well-structured program, which provides an abundance of teaching strategies and practical ideas, designed to encourage the development of the creative potential in all children. This complete teacher-training package is well thought-out and executed, and above all, it is useful. The program, based on the three dimensions of the cognitive-affective interaction models combining six subject areas, eight thinking/feeling processes, and 18 teaching strategies is intended as a travel guide, outlining possibilities and suggestions. The decision of where to go is left up to the teacher. The describer highly recommends this product for inservice teachers because it recognizes the importance of the teacher in identifying and stimulating creativity in children. The model, although important, never overshadows the importance of the teacher interacting with his or her own students.

LT-9/77